Abstract

The aim of this paper is to provide teachers with guidelines on how to search for, select and adapt existing materials in order to plan their CLIL lessons. Furthermore, we would like to help CLIL teachers prepare suitable materials from scratch since ready-made textbooks are hardly ever available for CLIL programs.

We will endeavour to answer the following questions:

- How do teachers prepare CLIL materials?
- What is the process of designing CLIL-materials like?

Keywords: search, adapt, prepare, ICT, materials, materials development

How do teachers prepare CLIL materials?

CLIL materials can be:

A. texts, images, videos, podcasts, documents, paintings, maps, architecture,…… from
   1. the web
   2. books, newspapers, magazines not written for educational purposes
   3. CD / DVDs etc. …

B. textbooks designed for native speakers

C. CLIL textbooks

CLIL materials should have:

- Accessibility of language
- Spin-offs into non-Clil teaching

Preparing materials for CLIL means focusing on:
- What is being taught and why
- How content is being presented
- How time and activities are being organized
- Who the target is.

Therefore, teachers should consider:

  a. the age and the level of students
  b. the objectives (cognitive and linguistic abilities) to develop or to reinforce
  c. the previous knowledge and competencies of students
  d. their learning styles
  e. the equipment available in school (computer labs, digital camera, data projectors, video, interactive whiteboards…)

**What is the process of designing CLIL materials like?**

The process of CLIL materials design should follow these steps:

1. Topic selection
2. Search for materials
3. Analysis and Evaluation of materials
4. Task-design.

The design process should end with “CLIL workout” – the review of “key content and language elements”.

This framework is called the “**CLIL-Pyramid**”.

![CLIL-Pyramid Diagram](image-url)
1. Topic selection and search for materials

*Topic selection*
The topic could be a curricular subject or a topic area from that subject which is usually in L1 curriculum.
In both cases the selection should follow a set of criteria such as thematic richness, motivation, social interest.

*Search for materials*

- **The internet is a rich source of materials:** Video clips, flash-animations, web-quests, blogs, pod-casts, online environments where learners can communicate with foreign language speakers, through email, text-based computer-mediated communication including audio (synchronous – chat- and asynchronous), social media, or voice/video conferencing

- **Textbooks written for native speakers** are material prepared for teaching purposes within a specific context (historical, educational, scientific…….)

- **CLIL textbooks**
These are books in L2 which include content and language objectives.

2. Analysis and Evaluation of materials

The pros of ICT materials are evident: they are authentic, up-to-date, constantly enhanced, regularly improved and free to the public thus, making them attractive both for teachers and students.
Also, there is a wide range of specific tools and teaching aids such as online apps or software for phonetics, pronunciation, vocabulary, grammar, clause analysis, and electronic dictionaries.
The advantage of online audio and visual multimedia resources is that they can be exploited by students outside the classroom and this extends learning time and provides opportunities for practice. They offer opportunities for self-directed and differentiated learning.

For example, individual online listening to podcasts at one’s own pace and at a time convenient to the learner, prompts and motivates learners to improve the skills of listening without being intimidated by possible failure (Kavaliauskienė, 2009).

However, it would be a mistake to assume that the use of authentic materials from online sources automatically makes for successful CLIL lessons. Innovative
activities, which take into account the students' experiences, interests and learning styles, have to be created!

It is too simplistic believing that video and audio material is a good way of providing students with 'authentic', 'correct' language and that the exposure to different accents, rates of speech and expressions support students in assimilating the language and the content better and applying it in a discussion or a project.

“Teaching through English requires much more than just teaching in English” (David Marsh).

Most of the Clil teachers report a low use of textbooks for native speakers:
1. they may not meet or fit the requirements of national curricula;
2. the methodology and tasks used may not be
   - compatible with CLIL in terms of either linguistic level or content;
   - familiar to students.

Clil textbooks offer a wide range of vocabulary; their content is often linked to L1 curriculum but they lack a sufficient presence of linguistic objectives. It could be said that these textbooks are not the product of subject or didactic considerations but the result of the logic of market, publishers and linguistic policy.

**Adaptation**
The use of authentic and/or native speaker materials in CLIL teaching is recommended because it boosts student motivation and increases teacher innovation. On the other hand, it is difficult to find authentic materials suited to CLIL learners both in terms of their language and content.

Adaptation is needed but it is time-consuming!

Each teacher determines how and to what extent print or non print materials will be used.
It is necessary to select and adapt Clil materials carefully in order to help student to understand subject content.

Mehisto, Marsh and Frigols (2008, 33) mention that texts can be adapted by “cutting information into manageable chunks and adding synonyms or a glossary” and by providing “visual or textual organizers”.

Materials can be adapted by including:
- at text level visuals, diagrams, animations and visual organisers to make the page layout clear;
- at sentence level definitions and short explanations.
- at word level labels or **highlight** key content vocabulary.
Materials can also be adapted by:
- paraphrasing language
- removing unnecessary details
- reducing length of sentences

3. Task-design
Tasks need to be designed to trigger both higher order thinking skills (applying, analysing, evaluating and creating) and lead to authentic communication/interaction in different interactive formats (solo work, pair work, group work, etc.).

Classifications of tasks

Doyle (1983) identified 4 general types of tasks based on the cognitive operations they involve:

1. Memory tasks:
verbatim recall where attention is on the surface structure of the text and on exact words used.

2. Procedural or routine tasks:
application of a formula or standard route, mathematics or grammatical analysis.

3. Comprehension or understanding tasks:
recognition of transformed versions of information, application of correct procedures to problems, drawing of inferences, making predictions. Attention is directed to the conceptual structure of the text and to the meaning conveyed by the words and sentences.

4. Opinion tasks:
stating a reasoned preference; arguing a point; supporting a position opinion; distinguishing “fact” and opinion …

Willis (1996:149-154) suggests the following activities:
- Brainstorm to make a list
- Sequence, rank, categorize and classify to order and sort
- Match, identify differences and similarities to compare
- Analyse, compare, justify, evaluate, make decisions to solve problems
- Narrate, describe, explore, explain attitudes, opinions, reactions to share personal experience

4. CLIL Workout
The review of “key content and language elements”.
Conclusions
We hope the preceding suggestions will help subject teachers exploit different sources of information and encourage further research in the development of CLIL materials.

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